Midland Independent School District

San Jacinto Jr. High

2024-2025 Campus Improvement Plan

Mission Statement

San Jacinto's mission is to ensure that ALL students achieve at high levels into high school and beyond.

Vision

San Jacinto JHS will prepare our students to advance their academic potential in a safe learning environment. We will lead them to become productive citizens through the shared responsibility of students, parents, and community.

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Demographics

Demographics Summary

San Jacinto Junior High School is made up of 6th, 7th, and 8th grade students with a projected enrollment of 757 for the 2024-2025 school year. We serve as a choice school in Midland ISD for 6th grade students wanting to be in the AVID program and the Newcomer school for students in grades 7th and 8th that are new to the country.

We offer several courses and programs such as Enhanced Academic Services, GT, Newcomer, Emergent Bilingual, Special Education, and 504, to meet the needs of all students academically. We provide the opportunity for students to acquire high school credit through Spanish courses and the CTE course General Employability. Our extra-curricular and co-curricular activities provide students the opportunity to be involved.

Our campus is reflective of our community:

Hispanic - 67%

White - 25%

African American - 5%

Asian - .8%

Two or More Races - 3%

We serve a variety of student groups:

Economically Disadvantage - 53%

Emergent Bilingual - 17%

English as a Second Language - 16%

Title 1 - 100%

Homeless - 1%

Gifted and Talented - 12%

At-Risk - 51%

Our overall attendance rate for the 2023-2024 school year was 93.68% and teacher retention is 70%.

Demographics Strengths

San Jacinto Junior High School has a diverse population of students and families. We celebrate our different cultures throughout the year with a Hispanic Heritage Celebration and a Black History program.

San Jacinto JH is considered a Choice School in Midland ISD for 6th graders wanting to enter the AIVD program. Students apply and interview to enter the program at San Jacinto JH and can continue in AVID for their 7th and 8th grade year. The program has approximately 70 students in the 6th grade and teaches students skills that will help them be successful throughout high school, college, or career learning. San Jacinto JH is considered an AVID school so the AVID strategies are practiced school wide.

The school offers programs in Enhanced Academic Services and Gifted and Talented. These students experience accelerated learning in preparation for Advanced Academic Placement courses in high school. Students at San Jacinto JH can take foreign language courses for high school credit along with career and technology education courses. We offer Project Lead the Way courses and Robotics for students to begin their pathway into the STEM fields.

San Jacinto JH services students who are in the special education program, the Emergent Bilingual program, and the 504 program to ensure all students needs are met academically.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Emergent Bilingual (EB) students are scoring an average of 15-25% below the campus average in almost all tests for the last 5 years.
Root Cause: A lack of certified teachers for EB students and teacher coverage for the EB classrooms did not result in desired outcomes.

Problem Statement 2: Economically disadvantaged students are scoring 5-10% below the campus average in almost all tests for the lasts 5 years.
Root Cause: San Jacinto is not differentiating for Economically Disadvantaged students and the strategies being utilized by teachers to close gaps in learning are not strategic enough to target EcoDis students.

Problem Statement 3: Hispanic and African American students are scoring 15-25% below the campus average in almost all test over the last 5 years.
Root Cause: San Jacinto does not provide the needed interventions for students who need to be serviced in multiple core contents. Tier 3 instruction is not performed adequately for closing gaps with special populations.

Problem Statement 4: 7th grade Math scores are 30% below 6th and 8th grade campus averages.
Root Cause: Teachers did not follow the district curriculum, Carnegie, with fidelity. Two vacancies in 7th grade math and teacher coverage did not allow for satisfactory teaching of 7th grade TEKS.

Problem Statement 5: 8th grade Social Studies scores have not improved above 52% over the last 5 years.
Root Cause: Curriculum used is not providing for mastery of the TEKS and students are not grasping significant events within the time of the Colonies to Reconstruction.

Problem Statement 6: Attendance rates have not improved above 93% over the last several years.
Root Cause: Lack of resources on the campus to monitor attendance contribute to the lack of growth in the over all attendance rates for the school.

Problem Statement 7: In the School Quality Survey, parents state that communication from teachers to students and parents is not adequate and there is a failure to update grades in a timely manner.
Root Cause: Processes and procedures for weekly grade input and answering parent concerns via email or phone was not monitored efficiently by administration.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)

Accountability Data

- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain

Student Data: Assessments

- STAAR current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.

Student Data: Behavior and Other Indicators

- Attendance data

Employee Data

- Staff surveys and/or other feedback

Parent/Community Data

- Parent surveys and/or other feedback

Goals

Goal 1: Goal: 1

The percentage of 7th and 8th grade students who score MEET GRADE LEVEL PERFORMANCE or above on the Math STAAR assessment will increase from 14% to 50% for 7th grade and 44% to 54% in 8th grade by 2028.

Performance Objective 1: GPM 2.1: The percentage of 7th and 8th grade students on track to develop understanding on the Math STAAR assessment will increase from 14% to 25% for 7th and 44% to 54% for 8th grade for the 2024-2025 school year.

Evaluation Data Sources: NWEA MAP, STAAR Interim Assessments, and 2025 STAAR Tests

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details			Reviews			
Strategy 1: Teachers will strengthen PLC process and make decisions based on what the data is showing.			**Formative**			**Summative**
Strategy's Expected Result/Impact: Scores will significantly increase by following the scope and sequence and curriculum.			**Nov**	**Feb**	**Apr**	**June**
Staff Responsible for Monitoring: Teachers will follow the district curriculum and scope and sequence adopted by the district **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - **Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability**			Some Progress	Some Progress	Some Progress	
	No Progress	Accomplished	Continue/Modify	Discontinue		

Goal 2: Goal : 2

The percentage of Algebra 1 students who Masters their Algebra 1 STAAR Annual Growth will increase from 63% to 70% by 2028.

Performance Objective 1: GPM 4.1: The percentage of Algebra 1 students who Master their Math STAAR assessment will increase from 62% to 65% by 2025.

   Evaluation Data Sources: 9 weeks assessment, STAAR Scores

   Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: By providing a structure in curriculum we will accomplish 75% of students performing at a Mastery level. TEKS and scope and sequence will be tightened and aligned for success.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Students will be focused and created their own goals and progress monitoring to achieve 75% Mastery. **Staff Responsible for Monitoring:** Teachers, MCL, Department Chair **Title I:** 2.4, 2.5 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - **Targeted Support Strategy - Additional Targeted Support Strategy**	Some Progress	Some Progress	Some Progress	
○ No Progress ○ Accomplished → Continue/Modify ✗ Discontinue				

Goal 2: Goal : 2

The percentage of Algebra 1 students who Masters their Algebra 1 STAAR Annual Growth will increase from 63% to 70% by 2028.

Performance Objective 2: GPM 4.6: The percentage of Algebra I students who meet or exceed their Math annual growth goals on the NWEA MAP assessment will increase from 60% to 65% by 2025

Evaluation Data Sources: NWEA MAP

Summative Evaluation: Some progress made toward meeting Objective

Next Year's Recommendation: GPM 4.6: The percentage of Algebra I students who meet or exceed their Math annual growth goals on the NWEA MAP assessment will increase from 60% to 65% by 2025

Strategy 1 Details	Reviews			
Strategy 1: By tracking progress and setting goals between student to teacher and teacher to admin we will increase our students performing at a meets level.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Student tracking, teacher tracking, PLC meetings **Staff Responsible for Monitoring:** Teachers and admin **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability**	**Nov**	**Feb**	**Apr**	**June**
	Some Progress	Some Progress	Some Progress	
	No Progress Accomplished Continue/Modify Discontinue			

Goal 3: Through the Student Experience we will foster safe and innovative learning spaces where students engage in rigorous and relevant experiences, preparing them for meaningful opportunities post graduation.

Performance Objective 1: Strengthen instructional practices to improve student academic performance across all grades, cultivating a culture of continuous improvement.

    Evaluation Data Sources: Administrative Walk-throughs and department data tracker sheets

    Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: Working with a targeted plan to align the year at a glance and an instructional framework designed to target specific weaknesses based on data. Increase performance of students will be created by gaining buy in from students and goal setting to obtain the targeted goal established between teachers and students.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Higher gains on scores and student buy in **Staff Responsible for Monitoring:** Teachers, MCLs, Department Chair, Principals **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - **Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability**	Considerable	Considerable	Considerable	

○ No Progress   ○ Accomplished   → Continue/Modify   ✕ Discontinue

Goal 3: Through the Student Experience we will foster safe and innovative learning spaces where students engage in rigorous and relevant experiences, preparing them for meaningful opportunities post graduation.

Performance Objective 2: 100% of PLCs will use student data effectively to inform instructional decisions and personalize learning experiences. PLCs will analyze assessment data, identify student needs and learning gaps, and develop targeted interventions and enrichment activities to support student growth and achievement.

    Evaluation Data Sources: PLC agenda, department data tracking sheets, administrative walk-throughs, and Student Achievement.

    Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: Teachers will effectively and efficiently learn and use the PLC process to determine the success of student data. Plans will be made from the data on an individual basis as needed.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Planned agendas and progress meetings between teachers to students and teachers to admin. **Staff Responsible for Monitoring:** admin, teachers **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability**	Considerable	Considerable	Considerable	

No Progress   Accomplished   Continue/Modify   Discontinue

Goal 3: Through the Student Experience we will foster safe and innovative learning spaces where students engage in rigorous and relevant experiences, preparing them for meaningful opportunities post graduation.

Performance Objective 3: Research, plan and implement new school safety infrastructure, facility updates and transportation operations that maximize instructional time.

    High Priority

    Evaluation Data Sources: Emergency Drill feed-back from staff and students.

    Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: Weekly door audits and random fire drills will be completed ensuring that compliance and adequate processes are reached. **Staff Responsible for Monitoring:** Admin	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
	Considerable	Considerable	Considerable	

○ No Progress ◯ Accomplished → Continue/Modify ✕ Discontinue

Goal 3: Through the Student Experience we will foster safe and innovative learning spaces where students engage in rigorous and relevant experiences, preparing them for meaningful opportunities post graduation.

Performance Objective 4: 100% of the district's safety policies will be implemented.

High Priority

Evaluation Data Sources: Safety drills and Audits.

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: Weekly door audits and random fire drills will be completed ensuring that compliance and adequate processes are reached. **Staff Responsible for Monitoring:** admin	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
	Considerable	Considerable	Considerable	

○ No Progress   ◯ Accomplished   → Continue/Modify   ✕ Discontinue

Goal 4: Through Growing & Developing Staff we will build retention and recruitment practices to promote professional growth that yields and rewards high-impact staff, improving student outcomes.

Performance Objective 1: Recruit & onboard highly-qualified staff that effectively serve all students and the broader community.

Evaluation Data Sources: Vacancy reports, District Accountability.

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: Build relationships with teachers and recruiting quality applicants.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Recruiting **Staff Responsible for Monitoring:** Principals, Department Chairs	Nov	Feb	Apr	June
TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture - **Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability**	Considerable	Considerable	Considerable	
	No Progress Accomplished Continue/Modify Discontinue			

Goal 4: Through Growing & Developing Staff we will build retention and recruitment practices to promote professional growth that yields and rewards high-impact staff, improving student outcomes.

Performance Objective 2: Develop and implement talent pipelines and professional learning for all staff with systems of support that cultivate continuous learning, staff recognition and incentives, enhance job satisfaction, promote staff retention, and foster a culture of growth, well-being, work-life balance and career progression.

Evaluation Data Sources: Pipeline data, and retention reports.

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: By staff recognition, appreciation activities and strong coaching teachers will be retained. Teaching time management skills through PD opportunities we will help teachers foster a work-life balance.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: less burnout, Understanding of how to make changes to instruction based on data. **Staff Responsible for Monitoring:** Teachers, MCLs, Department Chairs, Principals **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - **Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability**	Some Progress	Some Progress	Considerable	

○ No Progress   ○ Accomplished   → Continue/Modify   ✕ Discontinue

Goal 5: Through Engaging & Acting we will engage the entire Midland community through clear and actionable communication that cultivates trust and partnership.

Performance Objective 1: Promote proactive and transparent data sharing and improve communication practices, ensuring clear follow-up and promoting a culture of openness and accountability.

Evaluation Data Sources: Communication logs, parent surveys, S'more data, and informal conversations with stake-holders in various settings

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: By weekly newsletters, parent nights, and practices of getting back to parents with 24 school hours we will foster strong school/home relationships.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Strong school/home relationships, Build trust **Staff Responsible for Monitoring:** Teachers, Principals **Title I:** 4.1, 4.2 **- ESF Levers:** Lever 2: Strategic Staffing, Lever 3: Positive School Culture **- Targeted Support Strategy - Additional Targeted Support Strategy**	Some Progress	Considerable	Considerable	

⬤ No Progress   ⬤ Accomplished   ➡️ Continue/Modify   ❌ Discontinue

Goal 5: Through Engaging & Acting we will engage the entire Midland community through clear and actionable communication that cultivates trust and partnership.

Performance Objective 2: Amplify the narrative and impact of communication regarding performance and expectations, empowering stakeholders to effectively understand, engage with, and contribute to the shared story of success.

    Evaluation Data Sources: SBDM Meeting, campus surveys, and staff communication logs.

    Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: Sharing MAP scores with parents and having parent conferences to inform parents and students about progress.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased scores and understanding of how and why we monitor students	**Nov**	**Feb**	**Apr**	**June**
Staff Responsible for Monitoring: Teachers, MCLs, Department Chair, Principals **Title I:** 2.4, 2.5, 2.6, 4.1, 4.2 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability**	Some Progress	Some Progress	Considerable	

No Progress   Accomplished   Continue/Modify   Discontinue

Goal 6: Goal : 6

The percentage of 7th and 8th grade students who score meets grade level or above on the Reading Language Arts STAAR assessment will increase from 38% to 50% for 7th grade and 39% to 50% in 8th grade and by 2028.

Performance Objective 1: The percentage of 7th grade students who score meets grade level or above on the Reading Language Arts STAAR assessment will increase from 38% to 43% for 7th grade by 2025.

The percentage of 8th grade students who score meets grade level or above on the Reading Language Arts STAAR assessment will increase from 39% to 44% in 8th grade and by 2025.

Evaluation Data Sources: STAAR

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: Working with a targeted plan to align the year at a glance and an instructional framework designed to target specific weaknesses based on data. Increase performance of students will be created by gaining buy in from students and goal setting to obtain the targeted goal established between teachers and students.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Higher gains on scores and student buy in **Staff Responsible for Monitoring:** Teachers, MCLs, Department Chairs, Principals **Title I:** 2.4, 2.5, 2.6, 4.1, 4.2 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - **Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability**	Considerable	Considerable	Considerable	
No Progress Accomplished Continue/Modify Discontinue				

Goal 6: Goal : 6

The percentage of 7th and 8th grade students who score meets grade level or above on the Reading Language Arts STAAR assessment will increase from 38% to 50% for 7th grade and 39% to 50% in 8th grade and by 2028.

Performance Objective 2: The percentage of 7th grade students who meet or exceed their Reading annual growth goals on the STAAR assessment will increase from 42% to 45% by 2025.
The percentage of 8th grade students who meet or exceed their Reading annual growth goals on the STAAR assessment will increase from 50% to 53% by 2025.

Evaluation Data Sources: STAAR

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details		Reviews		
Strategy 1: Working with a targeted plan to align the year at a glance and an instructional framework designed to target specific weaknesses based on data. Increase performance of students will be created by gaining buy in from students and goal setting to obtain the targeted goal established between teachers and students.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Higher gains on scores and student buy in **Staff Responsible for Monitoring:** Teachers, MCLs, Department Chairs, Principals **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability**	Some Progress	Some Progress	Considerable	

○ No Progress   ○ Accomplished   → Continue/Modify   ✗ Discontinue